DOCUMENT RESUME

ED 165 119 CS 004 616

AUTHOR Seaton, Hal W.; And Others
TITLE The Relationship of Self-Concept, Knowledge of Reading, and Teacher Effectiveness.
PUB DATE 78
NOTE 9p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Effective Teaching; Elementary School Teachers; *Knowledge Level; Primary Education; *Reading Instruction; *Reading Research; *Self Concept; Teacher Attitudes; *Teacher Characteristics; Teacher Evaluation; Teaching Experience; Teaching Skills

ABSTRACT

The relationship of teacher self-concept, knowledge of skills for teaching reading, and teaching effectiveness as judged by reading supervisors was examined in a study of 101 primary school teachers. The teachers were administered self-concept and knowledge of reading tests, and the effectiveness of each teacher was evaluated by a reading supervisor and the school principal. In addition, the teachers rated their own effectiveness. Their years of teaching experience and background were also examined. The results indicated that teacher self-concept and years of teaching experience were the best predictors of teacher knowledge of reading, while the knowledge factor was a highly significant predictor of teacher effectiveness. Other findings suggested that the most effective teachers as judged by reading supervisors had the least knowledge of skills for teaching reading and the poorest self-concept and that, conversely, those teachers judged least effective had the greatest knowledge of skills for teaching reading and the highest self-concept. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED165119

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Dr. Hal W. Seaton
Assistant Professor
Reading Department
309 Aderhold Building
University of Georgia
Athens, Georgia 30602

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Hal W. Seaton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

THE RELATIONSHIP OF SELF-CONCEPT, KNOWLEDGE OF READING, AND TEACHER EFFECTIVENESS

Dr. Hal W. Seaton
University of Georgia
Athens, Georgia

John M. Mize
University of Georgia
Athens, Georgia

David Memory
Norcross High School
Norcross, Georgia

Numerous studies have demonstrated a relationship between childrens' self-concept and their achievement in reading. (Cummings, 1970; Williams, 1973; Lang, 1975; Purkey, 1970; Quandt, 1972). Consequently, suggestions for improving a child's self-concept regularly find their way into print (Berretta, 1970; Sebeson, 1970; Williamson, 1973; Quick, 1973; Mattocks and Jew, 1974). Very often these suggestions emphasize the need to structure a child's environment in order that the child's self-concept be continually enhanced. One important element of a child's environment that has received little attention is the teacher's self-concept. Although the influence of the teacher variable on an individual's academic

CS004616

achievement has been demonstrated (Berliner and Rosenshine, 1977; Rosenshine and Furst, 1971), the teacher variable has seldom been investigated in terms of a teacher's own perception of general self-worth and consequent effectiveness in the classroom.

One such investigation (Aspy and Buhler, 1975) found a positive relationship between teachers' self-concept and the cognitive growth of their students. These authors suggest that the most knowledgeable teachers might be those with the best self-concepts. Aspy and Buhler call for further research to substantiate this conjecture. They did not, however, indicate whether "knowledgeable" referred to knowledge of subject area or knowledge of teaching methods.

Murray and Staebler (1974) noted that teachers whose locus of control is internal have more influence on student achievement than those whose locus of control is external. In other words, teachers who feel they are capable of controlling the events of their lives and accept responsibility for this control produce more favorable results in the classroom than teachers who feel their lives are not under their control and that what happens to them is not their responsibility. Edeburn and Landry (1974) conclude that self-accepting teachers are critical to the development of the self-concepts of their students. In addition, success in student teaching has been shown to be influenced by the self-concept of the prospective teacher (Garvey, 1970).

Only the Aspy and Buhler study (1975) seems to examine the relationship of a teacher's self-concept and a student's growth in verbal skills. Consequently the present study was undertaken. The purpose of this study was to determine the relationship of three variables - a

teacher's self-concept, a teacher's knowledge of instructional technique for teaching reading, and a teacher's effectiveness.

Method

One-hundred one teachers in grades 1-3 in twelve schools were administered the Tennessee Self-Concept Test (Fitts, 1965) and the Inventory of Teacher Knowledge of Reading (Artley and Hardin, 1975). Subsequently, each teacher was evaluated by a reading supervisor and the building principal using a 58 item instrument designed to determine competency in reading instruction. In addition, each teacher was asked to evaluate his/her own instructional effectiveness using the same instrument.

Results

The data were subjected to Stepwise Multiple Regression Analysis to determine which of several variables best predicted teacher knowledge of reading, teacher effectiveness as judged by reading supervisors, and teacher self-concept. Further, the analysis of variance technique was employed to examine 1) reading supervisor rating, 2) teacher knowledge scores, and 3) self-concept scores by experience levels and by school location.

Self-concept, years of teaching experience, teacher effectiveness as judged by reading supervisors, and location of schools were subjected to a regression analysis to see which of these independent variables should be included in a regression model to predict teacher knowledge of reading. Self-concept, years of experience, and teacher effectiveness produced an R^2 of .57 with self-concept accounting for

42% of the variance; years of experience, 11% of the variance; and teacher effectiveness rating, 4% of the variance. Each of these variables were significant at the .01 level. Location of schools did not contribute significantly to the prediction equation.

Knowledge of reading, principal's rating of teacher effectiveness, location of schools, and grade taught were subjected to a regression analysis to see which of these independent variables should be included in a regression model to predict teacher effectiveness as judged by reading supervisors. Knowledge of reading, principal rating, location of schools, and grade taught produced an R^2 of .45 with knowledge of reading accounting for 30% of the variance; principal rating, 9% of the variance; location, 5% of the variance; and grade taught, 1% of the variance. Each of these were significant at the .01 level.

Teacher self-rating, knowledge of reading, years of teaching experience, grade taught, teacher effectiveness as judged by reading supervisors were subjected to a regression analysis to determine which of these variables should be included in a regression model to predict teacher self-concept. The first three variables produced an R^2 of .69 with teacher self-rating accounting for 49% of the variance; knowledge of reading, 17% of the variance; and years of experience, 3% of the variance. The first three were significant at the .01 level. The last two did not make contributions significant at the .01 level.

Some zero order correlations that were significant at the .01 level are of interest. The correlation of teacher self-concept with knowledge of reading was .64; self-concept with teacher effectiveness as judged by reading supervisors, .46; self-concept and teacher self-rating, .70; self-concept and years of teaching experience, .44.

The correlation of teacher effectiveness as judged by the reading supervisor with knowledge of reading was .55; teacher effectiveness with principal rating, .43; teacher effectiveness with teacher self-rating, .35. The correlation of knowledge of reading with teacher self-rating was .38.

The ANOVA technique was used to examine reading supervisor ratings, teacher knowledge of reading, and teacher self-concept by experience levels. The Duncan procedure was used to determine which of the group means were significantly different from each other. An $F = 5.76$, $df = 3$, $p < .01$ was found for the reading supervisor rating. Significant differences were found between teachers with 0-2 years experience ($\bar{x} = 36.6$) and teachers with 3-6 years of experience ($\bar{x} = 30.3$), teachers with 0-2 years of experience and teachers with 7-12 years experience ($\bar{x} = 27$), teachers with 7-12 years of experience and teachers with 13 or more years experience ($\bar{x} = 32.9$).

An $F = 5.36$, $df = 3$, $p < .01$ was found for teachers knowledge of reading. Significant differences were found between teachers with 0-2 years experience ($\bar{x} = 49.2$) and teachers with 3-6 years experience ($\bar{x} = 59.5$), teachers with 0-2 years experience and teachers with 7-12 years of experience ($\bar{x} = 62.8$), teachers with 7-12 years experience and teachers with 13 or more years of experience ($\bar{x} = 53.9$).

An $F = 12.87$, $df = 3$, $p < .01$ was found for teacher self-concept. Significant differences were found between teachers with 0-2 years experience ($\bar{x} = 201.2$) and teachers in the other three categories, teachers with 3-6 years of experience ($\bar{x} = 243.7$) and teachers with 7-12 years experience ($\bar{x} = 293.1$), teachers with 3-6 years experience and teachers with 13 or more years experience ($\bar{x} = 286.8$).

There were no significant F ratios for reading supervisor ratings, teacher knowledge of reading, and teacher self-concept by school location.

Discussion

This study suggests that teachers' knowledge of the skills for teaching reading are strongly related to teachers' perceptions of themselves as worthy individuals who are confident in their abilities and who act in accordance with this confidence. Knowledge of the skills for teaching reading are strongly related to a teacher's overall effectiveness in teaching reading as judged by a teacher's reading supervisor.

Other findings suggest a variety of explanations for these relationships. These findings suggest that the most effective teachers as judged by a reading supervisor have the least knowledge of skills for teaching reading and the poorest self-concept. At the same time those teachers judged least effective by their reading supervisors had the greatest knowledge of the skills for teaching reading and the highest self-concept.

Among the several explanations for these other findings are 1) that the reading supervisor is an inaccurate judge of teacher effectiveness 2) that teachers with the least knowledge of reading and poorest self-concept work the hardest to increase the reading achievement of their students in order to gain acceptance and outside approval of their self-worth 3) that teachers with the greatest knowledge of teaching reading and the highest self-concept do not work as hard to increase student achievement because their self-concept is more completely developed and consequently not vulnerable to outside approval or disapproval.

Conclusion

It is evident that a relationship exists between a teacher's self-concept, a teacher's effectiveness, and a teacher's knowledge of reading. However, the relationship may not be as straightforward as the literature would indicate. Teacher self-concept in conjunction with teacher knowledge of reading may be inversely related to teacher effectiveness. This relationship may suggest that a degree of insecurity and inadequacy contributes to good teacher performance in the classroom. Perhaps effective teachers are those who are striving to achieve outside approval as a means to affirm their self-worth.

Care must be taken not to generalize the results of these findings since this study was exploratory in nature. Other studies will be needed before these tentative conclusions can be accepted, rejected, or modified.

ABSTRACT

The purpose of this study was to determine the relationship of teacher self-concept, teacher knowledge of reading, and teacher effectiveness as judged by reading supervisors. One-hundred-one teachers in grades 1-3 in twelve schools were administered the Tennessee Self-Concept Test (Fitts, 1965), the Inventory of Teacher Knowledge of Reading (Artley and Hardin, 1975). Each teacher was evaluated by a reading supervisor and the building principal and rated their own effectiveness. A regression analysis was used to determine which of several variables best predicted the criterion variables. Each of the criterion variables was also examined by teacher experience levels and school location. The results indicated that teacher self-concept and years of teaching experience were highly significant predictors of teacher knowledge of reading while the knowledge factor was a highly significant predictor of teacher effectiveness. Other findings suggest that the most effective teachers as judged by a reading supervisor have the least knowledge of skills for teaching reading and the poorest self-concept. At the same time those teachers judged least effective had the greatest knowledge of the skills for teaching reading and the highest self-concept.